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ABSTRACT

Representatives from junior and senior colleges in the states of Arkansas, Illinois, Iowa, Kansas, Missouri, Nebraska, and Oklahoma participated in the 5th annual Missouri Valley Conference on Junior and Senior College Cooperation. This article includes reports of special group discussions and the following major addresses: (1) Articulation of Credits Between Junior and Senior Colleges; (2) An Equal Opportunity to the Transfer Student; (3) Aspects of Transfer from the Point of View of the Senior College; (4) Aspects of Transfer from the Point of View of the Junior College; and (5) Questions Concerning Transfer of Credits. (CA)

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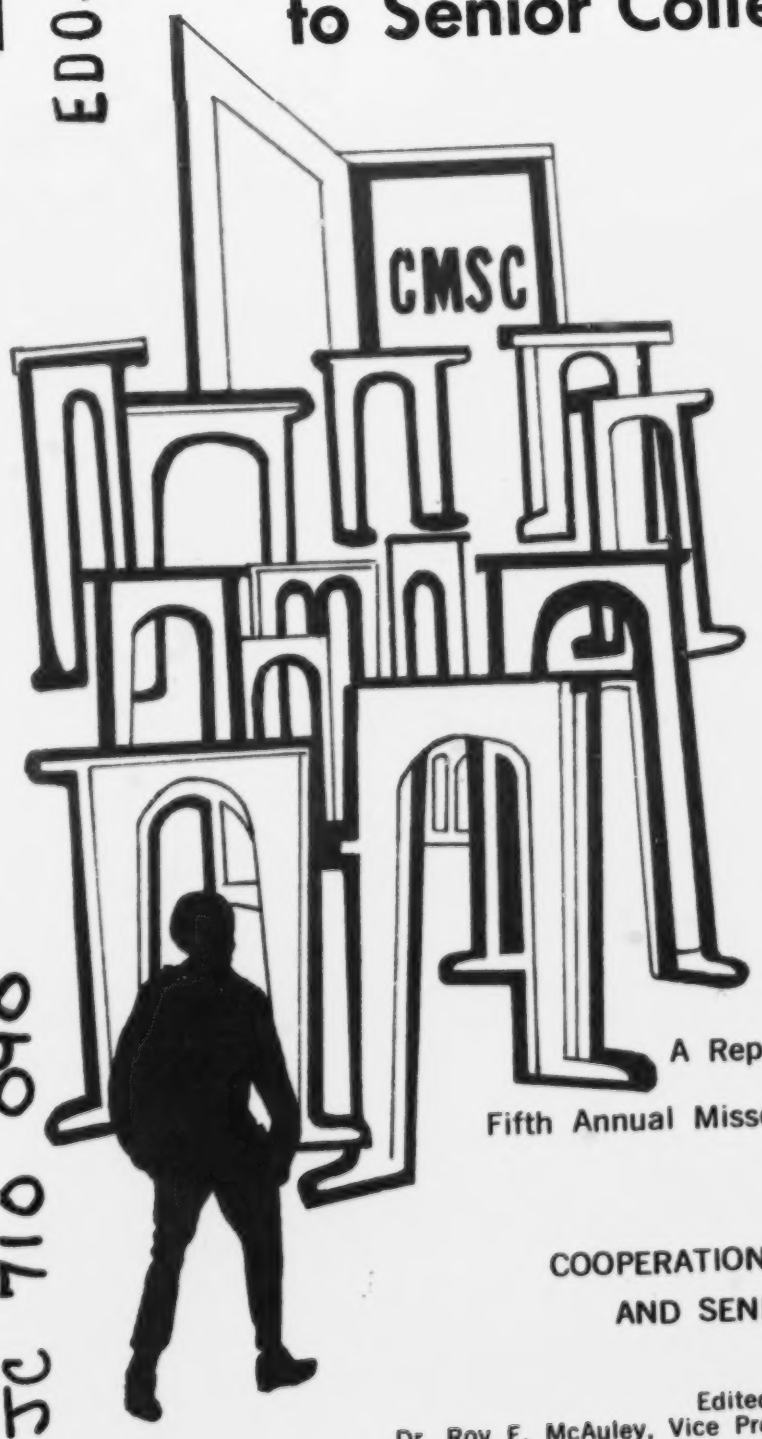
The Transfer of Credits from Junior Colleges to Senior Colleges



CENTRAL MISSOURI
STATE COLLEGE
April 10-11, 1970

A Report of the
Fifth Annual Missouri Valley Conference
on

COOPERATION BETWEEN JUNIOR
AND SENIOR COLLEGES

Edited by
Dr. Roy E. McAuley, Vice President for Academic Affairs

JC 710 090

Foreword

With the rapid growth in numbers of institutions of higher education has come a corresponding awareness of the need for greater cooperation among them. As the numbers and types increase, it is only natural that questions should arise concerning function, inter-relationship, and articulation.

Early in the 1965-66 academic year, administrators at Central Missouri State College took a decisive step in the direction of developing a working relationship with all levels and types of programs in higher education, particularly those in the rapidly growing junior college movement. Since that time, the College has sponsored five conferences, one each year, which it has appropriately entitled the Missouri Valley Conference on Junior and Senior College Cooperation.

This is a report of the Fifth Annual Conference. Participants, as in the past, were invited from the junior and senior colleges in the states of Arkansas, Illinois, Iowa, Kansas, Missouri, Nebraska, and Oklahoma.

Attention was focused on one of the major concerns of all colleges and universities—"The Transfer of Students Between Junior and Senior Colleges." Response to the 1970 annual conference was excellent, both in terms of participation and comments on the program.

Included in the following report are copies of all major addresses as well as reports of special group discussions.

Warren C. Lovinger, President
Central Missouri State College

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Articulation of Credits Between Junior and Senior Colleges

Dr. G. Robert Darnes
Associate Secretary
Illinois Junior College Board

The more I work in the area of articulation between two and four-year colleges the more I realize that a lot is involved under this one all-conclusive term. It has been said that articulation is an educational term for cooperation. I couldn't help but note the theme of this conference. Others have asked, "What does articulation include? Is it the acceptance of a course taken at one institution by another institution toward a degree or certificate? Does articulation also apply to method of instruction? Should foreign language be taught in the same way at one institution as at another institution? Can we expect a student who changes enrollment from one institution to another to accept some penalty? How successful must an articulation program be between two institutions for it to be considered a satisfactory one?" What is the relationship of admission policies for transfer students to articulation? Articulation, as I imagine that it will be considered by this conference today, will be concerned with problems other than just the baccalaureate-oriented program.

I hope that we all agree that the curriculum of the comprehensive junior college can be divided into four parts of equal importance:

(1) Technical-vocational area
(2) Adult education or continuing education
(3) General studies program which is basically preparatory, developmental, or remedial
(4) The college transfer program

It should be recognized that there will be instances when articulation may be concerned with each of these four areas.

I would offer a few general basic premises that would support any articulation program:

(1) Someone should insure that a state provides for student mobility with a minimum of penalty.
(2) Effort must be made toward articulation between high school and junior colleges as well as junior colleges to senior institutions. In the articulation of curriculum we are prone to look upward but we must also look downward.
(3) In planning curriculum in higher education we must make sure that a student is able to transfer from a junior college to a senior college and that the student should neither lose credit nor lose stride.
(4) As you all know, college presidents, vice presidents, and deans favor articulation. To solve our problems we must make sure that departmental chairmen and faculty at the grassroots of curriculum in both institutions are involved and are reasonably happy.

Because a greater number of students with a wider range of academic ability are attending junior colleges, it is important that the junior college

has a good counseling and testing program together with an expanded curriculum to offer educational opportunities for all. This must be assumed as required before successful articulation can take place. Both junior and senior institutions must continue to study articulation of curricula and eliminate many of the small unnecessary problems. Personnel in both junior and senior colleges must reevaluate their understanding of each other as well as policies of evaluating credits of transfer students. The fact that you are here for this articulation or cooperation conference serves notice that the need is recognized for this communication with each other.

In Illinois an organization known as the Conference on Higher Education composed of representatives from all public and private two and four-year colleges has been established. This group gave approximately two years of close study to the problems encountered by students transferring from one institution to another. As individuals responsible for the operation of institutions of higher education, they had noted an increasing number of transfer students; moreover they had a genuine desire for good articulation between colleges and universities.

The concern for the problems experienced by students transferring from one institution to another began to assume major proportions when the results of the Knoell-Medsker Study on the success of junior college transfer students were released. I will not go into further details on the organization of this Council, but I would be glad to answer any questions related to it.

Membership of the Illinois Council on Articulation is composed of representatives from private junior colleges, public junior colleges, public universities, private four-year institutions, and three ex-officio members from the Illinois Junior College Board, Illinois Board of Higher Education, and the Federation of Independent Illinois Colleges and Universities.

Three committees were appointed, one of which was to study the success of transfer students. It was composed of Dr. Henry Moughamian, Director of Institutional Research, Chicago City College; Dr. Ernest F. Anderson, Admissions Office, University of Illinois; Dr. Irma T. Halfter, University Examiner, DePaul University; and myself as chairman. It should be noted that public and private, two and four-year institutions are represented. Instructions given to me for this presentation included a current report on this study.

The study was received with enthusiasm throughout our state. One hundred seven institutions are cooperating and these institutions represent over 95% of all undergraduate college enrollment. We had over 30,000 undergraduate transfer students in the school year of 1967-68, and it was upon this group of students that the study was conducted.

In developing a proposal for the study of the performance of transfer students, several areas of concern were identified The purpose of the study was to determine the performance of transfer students in Illinois institutions of higher education. It was proposed that an analysis of the problem be studied in the four major areas: (1) What is the magnitude of the transfer population in Illinois educational institutions? (2) What are the mobility patterns of transfer students between institutions? (3) What are the intellectual and academic characteristics of students who transfer to the various types of institutions? (4) How successful are transfer students in the achievement of their stated academic goals after transfer? The study proposal suggested a

survey be conducted on the mobility and the performance of transfer students in Illinois institutions of higher education. The proposal was accepted by the Council on Articulation.

This study was designed to include all transfer students for the 1967-68 school year. In other words, institutions who received transfer students during the second quarter, third quarter or second semester would also fill out a form and identify those transfer students. The first report would be a mobility report on the number, mobility patterns, curricular choice, academic ability and other information concerning these transfer students. The responsibilities placed on all types of institutions are great if good articulation is to prevail and if students are not to be caught in an academic crossfire.

The first preliminary report released from the study was one giving the mobility patterns of transfer students. No one had any idea that we had so many transfer students. For the year 1967-68 there were almost 30,000 undergraduate transfer students in the State of Illinois. Did you know that the junior colleges received a few more transfer students from the senior institutions than the number of students who left junior colleges for senior institutions? This was difficult to believe. The private institutions had a considerable net loss in the transfer process. Many people are under the impression that most of the students who leave senior institutions and attend junior colleges are in academic trouble, on probation or suspension. This was not the case. Of the transfer students coming to the junior colleges, 55% were in good standing. In other words, there were almost 6600 students in good standing who left the senior institutions to attend junior colleges. In the first report a table that gave the mobility patterns of transfer students was included; also a table that gave the net migration between two to four-year institutions and a table that gave the academic status of undergraduate transfer students was prepared.

Now what did we learn and what were some of the impacts of the study? The greatest impact came when the mobility patterns of students were identified and when it was brought to the attention of everyone that there are about as many students going from four to two-year institutions as from two to four-year. No longer is articulation of curricula between two-year colleges and four-year colleges discussed; meetings are instead, designed as articulation between the first wo years of the baccalaureate degree and the last two years of the baccalaureate degree. This is very important because the type of school or institution where the first two years of the baccalaureate degree were taken becomes secondary.

We learned some other things. On the questionnaire that was mailed to the "receiving institution," the question was asked, "How many hours does the institution require for the curriculum in which the student is enrolled?" Everyone could answer this question. The question was then asked, "How many hours must the student take to complete this program?" One would estimate 40% of the institutions could not or did not answer that question. Here in the middle of the first term of enrollment, almost half of the institutions had still not evaluated the transcripts of the transfer student. This had tremendous repercussions. Institutions started studies on individual campuses, even at the vice president level, on defining the role of the admission office and the departmental chairmen in evaluating transcripts of transfer students.

I needn't tell you this is "sticky" on several of our campuses, and I imagine comparable problems exist in Missouri. It also brought to the forefront the many articulation problems that are in reality admission problems. Admission personnel are giving detailed study to this area. The results of this study will be a strong factor in helping to formulate the research responsibilities of the office of the Illinois Junior College Board. So I would close my remarks concerning this study by saying that the fact that it brought to light the wide discrepancy of the policies practiced by institutions in evaluating credits of transfer students was worth every effort put into it. Procedures of admission and evaluation of transfer credit not only varies between institutions but it also varies between colleges within a university.

In looking at this program and reading the paragraph describing the conference theme, it appears that Missouri has about the same problems as those encountered in Illinois. I would like to touch briefly on several of those points and describe what is being done in Illinois. First, the transferability of vocational and technical courses - should these be accepted by the senior institutions, and if so, under what circumstances? We are just now beginning to face this problem in Illinois. In Illinois there are thirty-seven public junior colleges with forty-seven major attendance centers. Two of these will open for the first time next fall; otherwise all are in operation. The enrollment in the public junior colleges of Illinois for this school year is almost 148,000. The office of the Illinois Junior College Board has just prepared a publication which lists the number of programs, the number of students in each program on each college campus, number of graduates, and other detailed information. Last fall 752 career programs were offered in junior colleges, and last spring there were 2,773 graduates. This year there are 3,836 sections of classes in career programs which represent 23.8% of all classes in the public junior colleges. Also, this year there are 74,747 students enrolled in career programs. The reason these figures are mentioned is to reinforce this topic - it is timely. This is now receiving consideration in Illinois. Institutions of higher education walk a fine line when they discuss the transferability of technical courses.

Many junior colleges are receiving special funds to develop occupational and technical programs. The primary purpose of these programs is to prepare people to work. When a junior college makes an application for this technical or vocational program and its funding, receives the funds, and then in its first advertisement of the curriculum starts to discuss how much of it is college transfer - this is not consistent with the philosophy of the college nor of the program when it was established. There may be junior colleges in Missouri who have homework to do on this front. On the other hand, there are senior institutions who refuse to accept a technology course for transfer regardless of the body of knowledge or the proficiency of the student. This is in error. The big point that both the junior college and senior college people should recognize is the value of the work experience. A junior college develops a curriculum in vocational and technical education. The student is counseled into and through the curriculum and accepts employment. Now if at a future date, the student changes his mind about his life work, wishes to upgrade himself, wishes to attend a university to pursue a baccalaureate degree, this certainly is the prerogative of the student. At this point it is hoped that the senior institution would evaluate the body of knowledge learned by the student, the work

experience in this subject area, and would try to give this student all of the credit possible because here is a body of knowledge that should be transferable in some way. It is doubtful if ever general, institutional guidelines are developed that will cover all individual problems.

Another thing has been learned in Illinois in working with articulation procedures. All institutions must make sure that a distinction is made between individual problems, institutional problems, and statewide problems. If a student pursues a technology and changes his mind for his major field of study, this is a personal or individual problem. It must be solved on an individual basis. If one institution has a blanket policy on transferring courses in technologies, this is an institutional problem and it must be solved by the institution. I am employed by a state coordinating agency that must be very careful. People are brought together for the main purpose of identifying the statewide problems as compared to individual or institutional problems.

I received the study grant from the Kellogg Foundation through the Southeast Leadership Program through the University of Florida. Florida now has in operation several new dimensions in the articulation of technical courses and programs. They have two new senior institutions operating which begin with the junior year of study. Florida also has two more institutions of this type in the planning stage. There are two new senior institutions opening in Illinois. These new institutions can make the "breakthrough" much more rapidly than can traditional institutions with traditional faculties.

Many of these new senior institutions have set up procedures to not only process students who transfer from one institution to another but also who transfer from one curriculum to another. I would call your attention to the fact that Florida State University has now established a division of transfer students. The University of West Florida has a policy of accepting a student who has completed a technology in a junior college and developing on an individual basis a baccalaureate degree program on top of this technology. Most established institutions do not want to accept specialized education from another institution. The University of West Florida has more or less decided what difference does it make where the student took for example the data processing as long as he possesses the knowledge. If the student completed those courses in the junior college then let him take additional general education courses at the university for the baccalaureate degree. The new senior institutions in Florida are accepting certain courses in technologies as the minor field of study on the baccalaureate degree. These are some of the new dimensions in this area that I have observed working in portions of the United States.

Since the passage of the Illinois Junior College Act in 1965, articulation conferences have been held in several subject areas. The conferences to which I will refer do not include subject area conferences sponsored by individual departments at several colleges and universities. Subject area conferences have been sponsored by universities, professional organizations and the office of the Illinois Junior College Board. There was a time in Illinois when the subject area articulation effort was retarded due primarily to opposition from two or three junior college presidents. However, these problems were soon resolved and every institution is now anxious to cooperate. Personnel at all levels recognize the need. In planning subject area articulation conferences the office

of the Illinois Junior College Board has worked with existing professional academic organizations as well as directly sponsoring the conferences. Many of these organizations have volunteered to address themselves to the topic of articulation and to date most of them have been successful. This method truly brings about acceptance and implementation of recommendations resulting from a conference.

Statewide articulation conferences have been held in music, engineering, mathematics, home economics, business, agriculture and one is planned for professional education this spring. Articulation conferences in physical education, art, chemistry and foreign languages are in the planning stage and will be sponsored next year by the Illinois Junior College Board. *Proceedings are* published for all conferences.

In developing a conference this procedure is followed. Both two and four-year representatives are called together for planning conferences. This planning committee attempts only to identify articulation problems existing in the state as related to that subject area. The committee prepares the agenda for a statewide conference. At the conference representatives from all institutions are invited. Also, representatives from both two and four-year colleges are participants. I can't over-emphasize the importance of co-equal and co-planning. It must be recognized that final articulation is accomplished through institutional policies and not through individual opinions. It is also recognized by everyone that it may take two or three conferences before a final workable compact is developed.

Referring to my study in Florida, immediately after the Florida Junior College Act was passed in 1957, the State Board of Education established a professional committee which was authorized to work for articulation. That board also established "task committees" which met and developed articulation guidelines for each subject area. Comments in Florida indicated that the articulation reports developed by these task forces were designed to serve primarily as guides. Several administrators interviewed indicated that members of selected task forces tended to make the guidelines a utopia. They included administrative factors which were not as practical as could be. Everyone interviewed said that the opportunity for faculty in a given subject area to come together, to identify and discuss common problems, was very important. These associations probably resulted in better articulation than through any other avenue. However, all in Florida thought that the procedure followed in Illinois was excellent and would lead to more effective implementation which would solve more problems for the students.

In the State of Illinois it is necessary for the public junior colleges to make applications for curriculum approval in order for those courses to qualify for state funding. One of the basic questions asked of the junior colleges in the baccalaureate-oriented area is "What studies have been done to determine how this program will transfer - articulate with senior institutions?" All new junior colleges have had to establish some kind of communication with senior institutions concerning articulation or the transfer of the baccalaureate-oriented programs as we believe that one of the characteristics of a good transfer program to be - how well does it transfer? After a statewide articulation conference in a given subject area has been completed and if the conference has produced agreements between two and four-year institutions.

then the junior college may articulate the application for curriculum approval with the proceedings of the conference. This represents in our judgment good statewide curriculum planning. In several subject areas sub-committees have been appointed and excellent progress is being made in defining the minimum content for each course. After all, students transfer a given amount of knowledge and not just a course number. No one expects all courses to be taught in the same manner. No one expects everyone to use the same text. But it is believed that the general objectives of a course and the minimum subject area content of a course could be identified for all.

We are encountering small problems in the area of general education requirements for the degree. The State of Florida is very fortunate in that it has a compact between all two and four-year institutions in General Education. One institution recognizes the completed general education requirements at one institution as being acceptable for the general education requirements at the new institutions. We are working on it in Illinois, but I don't know whether it will come to pass or not. If there doesn't exist a general education compact between institutions in Missouri, it is recommended that high priority be given to discussing this very basic question concerning articulation between two and four-year colleges.

The comprehensive junior college is being charged somewhat the same way as high schools in that it must offer a program for everybody. Continued learning experiences for all people of post high school age has become a requirement of current society. The curriculum of the comprehensive junior college provides more educational opportunities for all groups of people than any other type of institution.

I am convinced that colleges and universities, to be a part of the statewide system of higher education, must give a new look and take a fresh approach to the articulation of curricula. I can't help but remember something that John W. Gardner said in his new book, **No Easy Victories**, and I quote:

> I have had ample opportunity to observe the diverse institution of this society - the colleges and universities, the military services, business corporations, foundations, professions, government agencies, etc. and I must report that even excellent institutions run by excellent human beings are inherently sluggish, not hungry for innovation, not quick to respond to human need, not eager to restate themselves to meet the challenge of the times. I am not suggesting a polarity between men and their institutions - men eager for a change - that institution is blocking it. The institutions are run by men and often those who appear most eager for a change oppose it most stubbornly when their own institutions are involved. I give you the university professor, a great friend of change provided it doesn't affect the patterns of academic life. His motto is, "Innovate away from home."

An Equal Opportunity to the Transfer Student

Joseph P. Cosand, President
Junior College District of St. Louis County

May I first of all refer you to two articles which describe very well the community college program as it is categorized by its democratization of higher education. In a 1969 College Entrance Examination Board publication, **Patterns of Admission for Transfer Students**, by Willingham & Findikyan, there is a definite statement that "the community college is the democratization of higher education" and the publication explains in detail the role the community colleges are playing. Frank Bowles in the Fall Issue, 1969, of the **College Board Review** has an article on "The Democratization of Education" in which he stresses the changing role that higher education has played over the past several years and, in particular, the role being played by the community colleges. These publications are most important and well worth reading, especially the five guidelines on page 14 of the Wellingham & Findikyan article.

The transfer student from the community college is a wonderful reality and is no longer a curiosity; therefore, any rigidity in admissions is an anachonism in today's collegiate world. Let me briefly describe the community college as it stands today locally, statewide, and nationwide.

This institution is accessible to all people, both youth and adults, and age is no barrier to that person who wishes to continue his education. It is a low cost institution—again making it accessible to people whose income would not permit them to attend a more costly institution.

It is accessible because it has an open door with regard to admission requirements. Generally, only a high school diploma is required and in some states not even that is a requirement if a person is 18 years of age and can profit from some formal instruction. Every attempt is made through strong counseling and guidance programs to help students find the particular curriculum for which he is best fitted in terms of both academic ability and interest. Increasingly, we find that the counseling programs are able to curtail drastically the drop out and failure rate because emphasis is placed on motivation combined with native ability, with the result that success stories are far more often the case than failures.

Community colleges increasingly are searching for faculty members who are interested in teaching and in research where the research emphasizes teaching skills, curriculum development, and course content modifications. This type of climate causes the teachers to have an identify and, therefore, there is not the trend in many of the better community colleges for teachers to want to transfer to 4-year institutions for status purposes. The teachers have the status and know that what they are doing is terribly important in today's world. The community colleges are local colleges heavily involved with community involvement, not only in terms of Board of Trustees' interest, but also in terms of advisory committees; of citizens who help in all phases of the educational program.

Community colleges are now located in all 50 states, with Nevada recently joining the other 49. This trend reflects the national growth where there are now approximately 1050 community colleges enrolling some 2-million students, and the expectation is that by 1980 there will be 1,500

such institutions enrolling 3-million students or more. Increasingly, the number of students in the lower division years of higher education are attending 2-year community junior colleges and this percentage is growing due to the factors mentioned before. The objectives of the comprehensive community college which are being emphasized more and more are stated in college catalogs throughout America and I would like to relate for this group the objectives as they are defined in the policies of the Junior College District of St. Louis, St. Louis County, Missouri:

Philosophy, Objectives and Purpose

Philosophy

As a community college, The Junior College District of St. Louis, St. Louis County, Missouri is concerned with the post-high school educational needs of the community it serves. The District accepts its responsibility for leadership and proposes to develop and maintain a collegiate program sufficiently flexible to adjust to the changing educational needs of the area. To fulfill these needs, the District will offer academic, technical-vocational, and cultural courses, all directed toward the betterment of the student, and thus of the community. The District is committed, within its area of responsibility to the policy of providing for all the people, a post-high school education which will meet their needs, abilities and desire to achieve.

Objectives

1. **Transfer Education:** To provide the first two years of college instruction for students planning to transfer to four-year collegiate institutions.
2. **Technical and Occupational Education**: To provide:
   a. Pre-employment training for persons preparing to enter an occupation, and
   b. Other courses designed for retraining or occupational advancement for persons already employed.
3. **General Education**: To provide:
   a. Indirectly in all courses, and directly in specific courses, those experiences which will lead to the development of a broadly educated person who has a grasp of the interrelationship of knowledge fields; and who is able to think effectively, communicate thought, make relevant judgment, discriminate among values, and make appropriate applications.
   b. Two full years of general education leading to an Associate in Arts Degree.
4. **Preparatory and Developmental Education:** To provide each individual, who is a graduate of an approved high school, or equivalent, the opportunity to make up scholastic or subject deficiencies in his educational background.
5. **Community Services:** To provide, through credit and not-for-credit courses, opportunities to enrich community living; to increase and improve the participation of citizens in the affairs that affect them; to release the potentials of adults as wage earners, as creative beings, as social individuals; and to emphasize the importance of individual excellence.

6. **Counseling and Guidance:** To interpret the educational programs of the College to the students; to encourage the students to select goals and undertake programs consistent with their abilities; and to provide opportunities for students to receive assistance with their educational or personal problems. Students will be referred to other agencies where services are required beyond those available within The Junior College District.

Purpose

1. Academic courses will be developed to meet the needs of those students who plan to transfer as juniors to four-year collegiate institutions. These courses will be rigorous and of high quality so that the transfer student may be assured of his ability to compete successfully upon transfer. Careful evaluation of lower-division course work at other colleges and universities within Missouri and neighboring states will be maintained in order to make sure that the District courses are of comparable scholarship.
2. Courses of a technical or vocational nature will be developed only after there is justifiable evidence of an educational need. Advisory committees composed of representatives from the business, professional and labor area affected will work closely with the staff in the development of the necessary curricula, courses, course content, and required facilities.
3. Developmental courses will be provided to assist students to overcome subject and scholastic deficiencies. For these students, the "last chance function" is a fundamental objective of a community college. Many students will thus be able to go on to worthwhile careers who otherwise could not do so without this opportunity. Society cannot afford to lose the talents of these "late bloomers."

The community colleges in all of the states have been plagued over the past years, and today as well, with misunderstandings about their objectives. I believe you would say that the philosophies, objectives, and purposes stated are clear and are such that a staff and a board of trustees committed to these statements could live with them very well. However, misunderstandings do cause trouble and the ones that cause the most concern are as follows:

1. The "Open Door" philosophy means that the institution must, because of its broad admission policy, be second rate—**this is not so**—provided that standards are provided in all phases of the program.
2. Technical programs mean vocational programs in terms of the connotation used in the past with respect to high schools and that these programs emphasize only skills training—**this is not so**—for technical programs include a wide range of programs, a few of which are: nursing, dental hygiene, engineering and electrical technologies.
3. Transfer parallel programs mean that the courses are simply an emulation of the university and, therefore, should be offered by the university—**this is not so**—for much of the innovation and creativity is taking place in the transfer programs of the community college. Our district, for example, belongs to a 15 college consortium called "The League for Innovation" and these institutions are doing a most

creative job in attempting to find better teaching methods and better content.

4. Remedial or developmental programs are simply baby sitting courses and have no place in a college—**this is not so**—for these programs salvage thousands and thousands of very able youth and adults who for one reason or another have not been successful during their earlier years of education. This program is particularly valuable for the drop out from the four year college who comes back home to a local community college and is able to gain the stability he needs in order to continue his education. There are thousands and thousands of these people who without the availability of the community college would be lost to our productivity force.
5. Continuing education courses mean hobby courses—**this is not so**—increasingly the continuing education programs offer both youth and adults opportunities to increase their cultural interests, to improve their occupational skills, and to complete the lower division requirements a few units at a time so that they can transfer on to a four-year institution.
6. Counseling and guidance is simply a method of spoon feeding young people who should be more independent—**this is not so**—counseling and guidance permits students to talk with professional people about how best they can find programs which match interest, ability, and motivation. Approximately 10 to 12 percent of the operational budget in our district is spent on Student Personnel Services and without this we would not be able to offer the comprehensive programs we now offer and with our current degree of success.

With this background, may I then proceed to discuss in some detail items which I feel are most important to emphasize with respect to the topic before us. I believe we would all agree that loss of significant credits upon the transfer of the community college student who may have spent one semester, two full years, or several partial semesters at a community college is unrealistic and indefensible. If this student succeeds in transfer work, he should not lose significant amounts of credits, which in some cases today is up to one semester or even more, especially in some of the smaller liberal arts colleges. This loss would tend to support the "one road to heaven" theory. How can we today be so presumptuous and so free with student time and money?

Is the "C" grade sanctified too much in today's higher educational institutions when really there is no definition of what a C means, even within the same departments of the same college? The Willingham and Findikyan study shows that a student's transfer opportunity to another institution drops from 70% to 25% when the grade point average drops below a C.

Are we really that able to draw that arbitrary a line? It would seem to me that there must be other methods besides the grade point average to admit students, or perhaps more important to validate the grade point average. How much do we use test scores, interviews, letters of recommendation, and other criteria to evaluate arbitrary grade point averages? Is it, however, more the case that GPA is objective and, therefore, far easier to administer. My son, after two years of college, had less than a C average, but he was accepted at a small four year liberal arts college and achieved an A-minus average

during his senior year. He was accepted on the basis of an interview with the president of the institution, who was willing to be more subjective than objective.

In studying the Willingham and Findikyan publication, one will note that there is a great variance in the geographical sections of the country. The two year colleges in the West are by far the most liberal, with the South next, the Midwest next, and the Northeast least. I believe this is probably true because in the West there has been, and continues to be, a great reliance placed on the community college; while in the Northwest the development of these institutions has been slow and the private colleges continue to dominate the higher education program. There is also a variance in the acceptability of transfers; the large public four year colleges are most liberal while the small affluent liberal arts colleges are most rigid. There does appear to be some change, however, especially in the mid-size semi-affluent private colleges. The interest in recruiting transfers from community colleges is amazingly small except in the large public colleges. Geographically it should also be noted that there is much recruitment being done in the West and in the Northeast very little interest is being shown. It seems to me that we must experience some consortia efforts within institutions of higher education where there is an increased understanding of what each institution has to offer; not only to the student, but to one another. We have in St. Louis a Higher Education Coordinating Council where all colleges are represented; be they large or small, public or private institutions. We meet once a month and through these meetings have learned to understand one another through knowing what each is doing, and also to see where we can help one another. I have heartily endorsed this type of cooperation on all committees I have served and the Carnegie Commission is a good example. The laymen are telling us educators that there is no defense for needless competition; that there is more than enough for all of us to do and that our job is to serve all of the students and to strengthen each others efforts wherever possible. If I were to place emphasis on only one more point today, I would plead for this type of cooperation between the various types of higher education institutions.

One of the problems facing the transfer student is the fact that there is no real financial aid for him when he does transfer. Most of the financial aid is for the native student at the receiving institutions, and only one in 10 of the students receiving financial aid are transfer students. This is a problem which faces many of our community college transfers for they so often come from families unable to provide financial support. When these students attended the community colleges their costs were low because they lived at home and the tuition was minimal. When the student transfers and has to pay higher tuition and room and board, he is at a real disadvantage if financial aids are not available to him. I recommend to you that administrative officers at four year colleges study this problem and attempt through their financial aids officials to find some solution. When the transfer numbers are increasing so rapidly, we can no longer avoid solving the problems these students have. Transfers have increased rapidly from one in six, to one in four, and soon will be one in three of new students in receiving institutions. Some of the colleges, particularly in the West, find that transfers represent one in two or even more of their new students. This has been and continues to be a definite trend, and

one that we have to acknowledge and face up to. Whether we agree or not, the two year community college has revolutionized higher education and is making higher education a right, not a privilege, which is the same thing which was done previously in elementary and secondary education. It has as Fred Bowles says in his article, "become an instrument for social promotion." The problem before us then is to learn how to screen-in students according to their interests, motivation, and abilities, rather than to emphasize the screening out process. The emphasis must be positive, not negative. This sociological change, this "push up" from the lower economic class will "push out" formerly privileged groups, for there is no doubt about the fact that ability level and motivation of the lower economic groups is often higher than many of the students from the privileged groups who in the past attended college simply because they came from privileged groups. The CLEP test developed by the College Entrance Examination Board is to me one of the greatest vehicles as a screen-in device. However, I am deeply concerned for the CLEP test is being prostituted and is being used to screen out students. This must not be!! The need for and importance of advanced placement, not only from high schools, but also for transfers from community colleges is becoming increasingly important. The maturity of many of these students demands this, the cynicism of students demands this, the cynicism of students is indicative that the rigidity of credit demands by specific subjects is outmoded. The acceptance of credits within a flexibility philosophy is maturity on our part. How can we prove our maturity? If rigidity requirements continue to hinder the transfer of students, how can we help these students plan to transfer, when they really don't know at the time they take their first year, or even perhaps their first two years, which college they plan to transfer to. How wonderful it would be if we would say that a student who has completed two years of rigorous transfer work could be admitted as a junior to a four year college—what a logical decision if we were able to do this! If we were to make such a decision we would be saying to the student that we are interested in him and not in an archaic tradition. We would be saying to him that he is important, and not the rigid requirements drawn up by departments or by colleges themselves. We would be saying to the student that we are willing to throw out out-moded traditions for the purpose of helping the student progress, rather than causing the student to repeat unnecessary course work where his only emotion is probably boredom. The transfer student today can be, and is of real value to the upper divisions of colleges. These students are pragmatic and hard working, for over half of them are working students and through lack of funds have had to earn their way, and, therefore, they probably appreciate their achievements more than many of the students who have come from affluent homes. Another value to the upper division is the fact that transfer students fill seats and, therefore, cut the overall cost per student. This is a real boon to those four year colleges who have lower retention rates than they would like to have, and, therefore, have smaller, more costly, upper division classes.

In the earlier part of my presentation I emphasized the objectives and purposes of the community college and I would like to say again that these are essential to any such institution because of the heterogenous mix of that institution. This hetergenous mix is brought about by age, by race and religion,

by economics and by objectives, by every possible cultural background.

We find, for example, that many of our students are the first in their family to go to college—many come from minority groups, from blue collar families, many are older students who never thought there would be a chance for them to attend college. Receiving institutions need to know these facts for so many of our transfer students are a rare breed where endeavor, hope, motivation, you name it, have brought them where they are and obstacles, therefore, should not be put in their way. They should be given every possible assistance to complete what they started out to do by overcoming difficulties which many of us have never known. The pressures on these students should be known also. They have received from their parents and friends the will to succeed where there has not been this kind of success before. This has nothing to do with race or religion. It has everything to do with the pressure brought to bear by family. One of the most important aspects of the community college today is its community service program which includes continuing education, but which more importantly emphasizes service to the people and to the community. The college becomes a cultural center and in many communities this is the first exposure many have had to experiences in art, music, and drama.

The community college does not have the foundation base that a private college has where there is support from the alumni, or that a large public institution has where there is state control. However, the public in these communities realizes that community college graduates tend to remain in the community, and business, industry and the professions all benefit through retention of the human resources who were raised in the community. A good example is in the nursing field. Studies have shown that nurses who complete their training in their own community tend to stay in that area far more than nurses who take their training in a hospital school of nursing elsewhere.

Another asset to the community is the heavy use made of part-time teachers in the community college educational program. These teachers come from industry, business, other educational institutions; they may be housewives. This use of part-time teachers is a unifying force in the development of the community college.

A factor which all of us in higher education are becoming increasingly aware of is the grass roots affect upon legislators, both state and national. This is especially true in rural and inner-city areas. The influence of the community colleges on the legislators has been much more apparent than anyone had realized and perhaps this is the reason why the Secretary of Health, Education, and Welfare, Secretary Finch, states publicly that the two-year community college will be the emphasis in higher education in today's national administration. Both Secretary Finch and the Carnegie Commission predicted; in fact, recommended, that there be 500 more two-year community colleges where today's 30% enrollment of all students in higher education will become 40% in 1980.

In conclusion, the two-year community college is today the democratizing agent in Higher Education, as was the Land Grant College of some years ago. There are 1000 such colleges out of 2500 which enroll 2-million or 30% of the students and by 1980 there will probably be 1500 out of some 3,000 colleges enrolling 3-million or 40% of the students in all of higher education.

These colleges are local, but increasingly state governed. They are "Open Door" and have varied curricula and educational opportunities for their heterogenous—non-selective students. They operate from 8 A.M. or earlier to 10 P.M. or later.

They are a part of higher education, serving as screening institutions for four year colleges and universities, as cultural centers, as centers for continuing education for adults, as salvage institutions where students receive another opportunity to succeed, as occupational education preparatory colleges for business and industry. They are low cost, quality colleges where the emphasis is on teaching— and on research into better methods of teaching.

They are deeply involved in "Serving the Public"—in public service, if you will, along with their other functions of teaching and research. They must be and are concerned about the role they play with you, in cooperation with you—to better serve the students who may enroll in the community college for varying periods of time and complete their educational program with you.

Increasingly, the layman and the student become impatient with any evidence of non-cooperation among institutions of higher education. The job to be done is immense and will require all of our efforts. Let's get on with it, even more aggressively than we have in the past. But first of all we must understand and respect one another. This is and always will be the prelude to effective action.

Aspects of Transfer from the Point of View of the Senior College

Dr. Harold Condit, Dean of the Faculty
Graceland College

I. Introduction

The transfer of credits between junior and senior colleges must be viewed from at least three perspectives. There is the point of view held by the junior college as an institution, that of the senior college as an institution, and that of the individual students involved.

Each institution establishes and works to justify its reason for being, believing that it responds to a legitimate need of its public by providing the richest possible educational experience for the student which it enrolls. The statement of purposes announces in assuring terms all of the things the institution will do for its students. The meaning of these statements is made explicit and more understandable by the sets of majors which faculties approve to provide diverse learning experiences. Although statements of purpose and courses are much alike, the goals that institutions strive to achieve are different due to different emphases. Higher education as a goal or a process is not diminished because it is reckoned to be different things by different people.

Students make their choice of college on the basis of what they understand the institution's statements to mean. The differences and the particular expectancies in the non-classroom program, as well as the academic expectancies, need to be set forth carefully both for students initially recruited and those coming to the college in transfer.

II. The Senior College

Senior colleges have considered themselves to be the receiving institutions in the transfer process. However, as the two-year colleges grow in numbers we will see increasing shifts of students from senior to junior colleges at the end of the first semester or at the end of the freshman year. Some students will, and should, run against the tide and move to the junior college where their needs may be better served. Senior colleges have tended to view these student transfers away as drop outs. The more enlightened view which recognizes them to be students pursuing the educational program most suited to their individual needs must prevail.[1]

In discussing the question of transfer from the position of the senior college, I find myself troubled on at least two counts. First, there is the problem of differences that persist among institutions of higher learning. Despite their differences, senior colleges go about the task of handling transfer students in quite standard ways. The formulas are common with primary emphasis on courses and credits and grades when a more individualized effort would serve better for both student and institution.

Secondly, we seem to have failed to recognize the broader dimensions possible in higher education. Senior colleges have historically viewed themselves to be keepers of the faith of higher education, guides to the search for

1. Newcomer, Leland. Charting a Unique Path for the Small Liberal Arts College," College Management pp. 31-39. Sept. 1969.

truth, transmitters of the cultural heritage and the bastions of academic excellence. This has not been snobbery, but an honest belief that moving beyond certain very narrow confines in educational practice would damage higher education in its service to society. The universities have of course always accepted broader responsibilities and recently some colleges have begun to take interest in a wider range of educational and new creative efforts. This response to the call for relevance may dictate new broader educational dimensions and prompt accompanying adjustments in evaluative procedures.

The only defensible posture of the senior college is one which assures appropriate educational experience for each of the students which it accepts. Concern for individual welfare in dealing with students who begin their experience at a senior college as freshmen must be intensified with the acceptance of transfer students.

Many institutions and particularly the liberal arts colleges interlace with their academic offerings other programs to provide what they consider to be a whole experience for the student. The institutional expectancies implied in these designs should be made clear to the student wanting to transfer his credits and his background of educational experience to the senior college.

III. The Junior College

The junior college institution has changed in the twenty-five years since World War II. Following that war and through the decade of the 50's there was a growing emphasis upon junior college education as a terminal experience. Rapid technological advances created an entire new set of opportunities for terminal post high school education. Numbers of private and public institutions were created and others modified their programs in response to this demand. These programs were enticing to many students just out of high school and to veterans not oriented toward academic endeavor. However, as the veteran groups diminished and the experience of college stimulated new expectancies, many students became dissatisfied with the closed ended terminal two-year programs.

In the 60's, the comprehensive or two-year community college sparked the interest of students who, under other circumstances, would never have considered study beyond high school. This institution is meeting the obligation of both the earlier junior college and the terminal education institution. It is assuming the proportions and carrying the responsibilities of a lower division university at home for many students.

Due to their purpose broader concerns, lower costs and rapidly increasing numbers the community colleges are having a heavy impact on senior colleges. Some senior colleges have failed and others have altered their programs in compromising efforts to stay alive in the face of reduced enrollments and lost revenue. While the losses are lamented the outreach of these newer institutions must be welcomed. Some of the effects both adverse and salutory are listed here:

1. The reach of higher education has been broadened in such a manner that students who have previously given little consideration to study beyond high school are opting for the greater opportunity which they believe a college education may provide.

2. Colleges have become competitors for students and thus for financial support which appropriately follows the student.
3. Newer programs neglect or challenge some of the traditional values of higher education which liberal arts colleges in particular have held.

These changes cause the community college to be viewed with mixed emotions. On the one hand the extension of higher education is applauded while the threats that they pose tend to move senior colleges to a combative posture. This posture is characterized by intensified recruiting efforts and political moves calculated to gain public support and financial assistance. This is particularly true among poorly endowed institutions in the private sector.

The earlier junior college was in most respects a smaller model of a four-year institution. Students were able to transfer rather easily according to their interest into the special programs of the university or the more general studies of liberal arts colleges. Even then, too little attention was directed to transfer needs of students whose personal academic records were not strong.

Today the community college is committed to serve a variety of functions even beyond those for which the university felt responsible. As students have broader opportunities to choose greater assistance must be available to help them choose their programs wisely in their first institution if they are to transfer effectively.

IV. The Student

The transfer student has been the primary beneficiary as the two-year colleges have brought educational opportunity to the people. Students in increasing numbers are electing for and persisting in college. Many who never before would have gone to college find excitement, challenge and hope in education, and dare after two years to try for four.

There are differing viewpoints concerning the proper approach in considering admission of the junior college transfer. Athletic coaches view some as candidates to be romanced and "good" students are actively sought by admissions teams and administrators concerned with financial problems or small enrollments in upper division courses. While he is thus sought out by some, the transfer is only another problem to the Registrar who must struggle with meaningful evaluations of previous work. Student services, too, find little advantage in the junior level transfer who it is anticipated will receive benefits of but provide only limited support to or leadership in activity programs.

V. Closing the Communications Gap

On some fronts there still is uncertainty in the senior institutions concerning the evaluation of credit from the new two-year colleges. This is understandable in view of the newness, the numbers and the slowness with which accrediting agencies are able to act. Recommendations of state universities should be readily accepted as guides to the evaluation of work until the broader accreditation can be achieved. In the traditional mold transfers are admitted on the basis of:

1. The high school transcript.
2. Test score profiles both from high school and college.
3. Letters of endorsement.
4. The college transcript.

There is little basis for smugness about judgments as to the equal value of semester hours or numbers of courses in a typical college program. Why, then, should colleges feel so confident in playing the numbers-credit game in viewing junior college records? The position that 4 quarter hours of a given course in "College A" is equivalent to 2 and 2/3 semester hours of the course with the same title and description in "College B" is hard to defend. However, the idea that a course successfully completed is a sound learning experience should be more readily approved.

The uncertainties concerning the transfer of the record of a student should not cause colleges to stay in rigid molds but rather should be accepted as reason for broader experimentation in evaluation of learning experiences.

Some senior colleges have accepted the notion expressed by the phrase, "a course is a course, is a course" of course; and can it not reasonably follow that "a year is a year, is a year?" A successfully completed year of appropriate study is gaining acceptance as satisfying one-fourth of the requirement for a bachelors degree. This approach has much to commend it and problems real or fancied can be overcome as we know one another better.

With broadened objectives of the newer two-year colleges, students transferring between institutions need careful attention. While arguing that colleges must become more flexible in receiving work in transfer, emphasis should also be placed upon providing a more meaningful report as the basis for accepting the student.

Two-year colleges should get at the task of reconciling their own faculties to the legitimacy of all of their own functions and come to agreement concerning parts that may be common and appropriate creditable general education. Surely some of the education planned for so-called terminal programs can be designed to justify acceptance in the academic sector. When the two-year colleges resolve for themselves the problem concerning what is and what is not academic, more effective procedures for recording the work of their students will be possible. That record may necessarily be a more detailed report than we previously have assumed to be necessary. If the student needs an extended narration to report his work fairly, this record should be provided. The personal interview may become as important in transferring students as in helping them to find employment.[2] Colleges receiving the work in transfer should be able to understand what the student has accomplished and the degree to which it may equate to or is an appropriate substitute for work expected from students in the receiving institutions.

VI. Analyzing the Record

Each transfer student's application should be carefully reviewed. If the receiving institution uses more than the academic performance as a basis for admission this information should be clearly stated to the prospective student before he makes application. The detailed information requested should be used in making an assessment of the student's qualifications.

The literature concerning the several programs at institutions of higher learning must be descriptive if it is to serve as an aid to the transfer student and in the evaluation process.

2. Follow up Studies in Junior Colleges - A tool for Institutional Improvement, James O'Connor (AAJC) 1965.

Individual students need at all time to have a clear picture of what their educational plan means. Catalogs and other materials upon which a student bases his decision to enroll in a college and in a particular program at that college should contain information essential to this full understanding.

Two-year colleges should help their students to understand that some programs are closed ended after two years as far as higher education is concerned. The graduates of the two-year program may, at too late a date, elect to try two more years of college work hoping for a baccalaureate degree. Due to improper advising he may find that though personally capable and now appropriately motivated, he is not prepared in an acceptable way to gain admission to upper division studies.

The record of the academic performance is the most significant element to consider when reviewing a student's application. However, after two years in a given institution the student should expect if necessary to receive a meaningful endorsement from the professional staff and administration to supplement that record with regard to his motivation and other subjective but meaningful attributes.

In the final analysis, the decision to accept a student in transfer should be based on the judgment that given reasonably favorable circumstances, he can complete the educational program that he desires. And, that in achieving his own educational objectives he will have participated in a positive way in the life of his college community.

VII. Questions to be Asked

There are unanswered questions that loom larger as community colleges grow:

1. Whose student is the prospective transfer?
2. Is the transfer student's entitlement to financial aid different from that of previously enrolled students in the prospective receiving institution?
3. Should senior colleges become only upper division institutions?
4. Will curricular innovations lead to acceptance of a broader variety of learning experiences?
5. Will broader interpretations concerning creditable learning experiences ultimately result in the imposition of standardized comprehensive examinations?

Aspects of Transfer from the Point of View of the Junior College

Dr. J. Brian Trambley, Director, Iowa Western Community College

I am a relative newcomer in the two-year college and I have seen the transfer credit situation with the views of an educator in a large, midwestern university. I suppose because I have not seen or experienced many of the problems you ladies and gentlemen have seen and experienced, that you may find my proposals somewhat idealistic. But idealistic or not, I hope the views expressed here will some day be a reality, at least in large part.

You know, there are three types of people in this world. These types include: those who make things happen; those who wonder why things happen; and those to whom things happen and they often wonder why too.

We in the junior college have been for too long, possibly, those to whom things happen, at least concerning the mysteries surrounding transfer of credit, and believe me, we have wondered why! It is time that we attempt to obtain from our colleagues in the four year colleges and universities of this country fair and reasonable policies concerning transfer of credit from our institutions to theirs.

Before I make a proposal concerning transfer of credits, let us review some facts about transfer students collected and presented by Warren W. Wellingham and Nurhan Findikyan in the 1969 summer issue of the "College Board Review."

We are all aware that there has been, in the last several years, a striking increase in the freshmen first time matriculations in the four-year colleges and universities of this country. You may not be aware, however, that the percentage of transfer students has increased at a much greater rate. The sample of four-year accredited colleges selected for the above cited study (146) indicated that newly enrolled transfer students increased 54 percent between 1961 and 1966, totalling 22 percent of all new students for the fall of 1966. And during the same period, freshman enrollments increased at the rate of only 25%. Thus the rate of increase for newly enrolled transfer students was approximately twice that for new freshmen.

Of the total number of transfer students 43 percent were from two-year colleges and the remainder were from four-year colleges. However, if these data were completely current the percentage of transfer students from two-year colleges as well as the rate of transfer student growth would be even greater considering recent expansion of the two-year colleges at approximately one per week.

Obviously the transfer student from two-year colleges is an important source of students for our four-year colleges and universities. It is a source that must not be overlooked. In fact, it is a source that needs special attention.

The authors of the same study found that typically no more than one out of four institutions encouraged transfers, visited junior colleges to talk with applicants or had a special orientation program for transfers. Less than half of the large public institutions in the sample were actively recruiting transfers.

The financial aid picture was also quite revealing. Thirty-three percent of

all new freshmen in the sampled colleges received financial aid while only 14 percent of the transfers were accorded similar treatment. In large institutions only 1 out of 10 received aid. Public two-year colleges are usually populated with less affluent, and many of these individuals some day hope to transfer to four-year colleges and universities. Therefore, financial aid practices would seem to be a severe problem unless the picture is changing rapidly. In fact, one wonders how many academically able graduates from two-year colleges do not continue their education because of lack of financial aid for transfer students.

But we still haven't discussed the transfer credit situation. When I mention transfer of credits a different concept probably comes into each of our minds, and it is probably safe to generalize these concepts into a brief summarization—Problems—problems for the two-year colleges, problems for the students attempting to transfer and problems for the receiving institutions, particularly for those individuals in the registrars office.

Before we discuss these problems let us philosophize briefly. What are our purposes as educators? Why do our colleges and universities exist? Certainly our purposes are not self-centered. Our colleges do not exist to keep us off the unemployment rolls. Of course not; our colleges are for our students. Our students are our rationale for existence. We recognize this and we have an interest in their welfare. And when I say our students do not think only of the students attending your institutions, but think of all students. For in the migratory society of today my students may be your students before long. So let us then pull in the same direction—in a positive direction concerning this question of transfer of credits.

Reflect for a moment on your present student body, particularly those students who have transferred from a two-year college. No doubt many of these transfer students are competent students building an excellent academic record and I am also sure that others are floundering academically. But are these students finding success or failure because of a "careful" evaluation of credits accomplished by your registrar? I believe not. They succeed or they fail because of their background as well as their emotional and mental maturity and not because "educational psychology" or "business law," taken in a two-year college was rejected as transferable according to the explicit demands of an overly zealous department chairman. Or their success or failure is not determined if or if not a grade of D in freshman composition or introductory German was accepted as transferable. Certainly these things are factors, but has anyone conducted research to determine the importance of these factors? Are they significant? I don't believe they are and while you may have the opposite opinion, as long as it is only opinion that divides us we will probably have little grounds for resolving the issues that face us today.

Specifically, I would like to confine a few observations to questions surrounding transfer of credits in the case of courses designed by two-year colleges for transfer to senior institutions. Because we haven't resolved the problems in this area, and the issues have been before us since the early 1920's, heaven help us when we attempt to transfer students who have selected career or occupational programs in the two-year colleges.

Our two-year college students, intending to transfer, are usually asked to work toward a goal—either an Associate of Arts or Associate of Science degree.

Each of these degress has specific requirements in mathematics, science, language arts, social sciences and humanities; but these degrees do not have uniform requirements across two-year colleges. Some uniformity exists, however, in that 60 semester or 90 quarter hours of work with a C average are quite standard requirements for these credentials.

Now I submit that if a student spends two years in college and obtains a degree that he should be recognized for his accomplishment not only by the institution that awarded the degree, but by all institutions. You should have no hesitation in adopting a blanket policy of recognizing associate degree holders as juniors, and I am sure that many of you already do this. But even when all of you accept associate degree holders as juniors a more important problem will remain unsolved, that of determining the applicability of those accepted credits for specific degree requirements.

My first two degrees are in electrical engineering, and to be quite frank, the average Associate of Science degree requirements would not have prepared me for my junior year in electrical engineering no matter how many registrars gave me junior status. There are sequence courses in engineering, particularly electrical, that must be started early in the sophomore year and these sequences are continued for three years. Would it have made sense to give me junior status and then ask me to spend three more years obtaining my baccalaureate? Why not?

How many of you finished your baccalaureate in four years, your masters in one year or your Ph.D in two years? The time periods are minimums and somewhat arbitrary. If the truth were known, the average times for completion exceed the minimums in nearly all cases no matter what degree program is attempted.

Because you would give junior status almost without question to an associate degree holder by no means implies automatic completion of degree requirements in two more years at least not in my way of thinking. In terms of credits, the student may be a junior, but in terms of degree requirements he may be a sophomore or even a freshman.

So now we are down to the point of articulating degree requirements and this is the "jungle" when it comes to transfer of credits. I don't see how we can avoid looking at prerequisite knowledge if we are going to continue specifying degree requirements in the various disciplines. And we shall continue to specify.

I can hear some of you now. You are questioning my sanity. I have contradicted myself. On the one hand I have asked that you give all associate degree holders junior status and on the other hand I have said that you must evaluate prerequisite knowledge.

In defense of my position let me ask you to consider our usual assumption. If a student receives a C or better in a prerequisite mathematics course he is competent to continue with the next course. By obtaining say five hours of C in mathematics XYZ he has on his permanent record something that can be "spent" on a degree and usually without time limits. He has earned these credits and they are as negotiable as currency.

Now this is in my opinion an indefensible position when it comes to prerequisite knowledge, albeit the acceptable way of "doing business" in the academic world today.

If prerequisite knowledge is important then we must evaluate the knowledge at the time students are ready to progress toward the next step and not on the basis of a C earned two or three or five years ago from some unknown instructor in some far off college. And what I am proposing is no easy task but something that is necessary if we are going to solve our problems in the realm of transfer of credits. And it is even more essential if we are going to solve the ever increasing problem of what to do with the Associate of Applied Science degree holder or the diploma graduate from career or occupationally oriented programs. We must have a system of evaluating prerequisite knowledge in all areas where prerequisites are believed by your various department faculties to be essential for success in their particular discipline.

Possibly one solution to evaluate prerequisite knowledge would be a system of competency examinations developed in all areas where this knowledge is deemed essential. And these competency examinations should be administered on a regular basis to all students, not just transfer students, attempting to climb the educational ladder. Students could sit for a competency examination after a period of self-study, formal coursework, related study, or experience. In fact such a system could possibly make testing within individual courses unnecessary except possibly as motivational devices. This system would attempt to recognize competency rather than credits, and I am sure that most of you would be willing to agree that the correlation coefficient between competency in a particular subject and credits earned in that subject is far from the maximum possible.

In summary, then, I believe my proposals are quite straight-forward and probably not even revolutionary in nature. I simply ask that associate degree holders be recognized by all as having achieved an associate degree, treatment no different than we accord to the holder of a baccalaureate or masters degree. And in addition, that we evaluate prerequisite knowledge at all levels for all students rather than evaluate and fiddle with credits as if they were negotiable securities bartered for on a sort of New York Stock Exchange.

Of course, my proposals may have flaws. The main challenge is one of constructing valid and reliable examinations for evaluating prerequisite knowledge. There may be other problems as well, but I submit that such a system would have fewer flaws than does our present system of transferring credits. And until such a system is designed, we have no choice but to evaluate individual courses, college by college, especially in the case of prerequisite knowledge.

A Digest of Questions Concerning Transfer of Credits

Dr. J. O. Vittetoe, Associate Professor of Education
Central Missouri State College

1. How do we evaluate transfer students who have credit in specialized terminal courses?
   A. Do we consider credentials of the instructor?
   B. How much credit do we give for work experience?
   C. How do we evaluate the vocational course in terms of traditional credit?
2. How does the Junior College remain flexible and still provide all college level credit courses?
3. How do we open lines of communication between Junior and Senior Colleges?
   A. How do we get more feedback of evaluation of product?
   B. How do we prevent students from taking courses that will not transfer and yet give the students the flexibility that they want?
4. What is the function of the Director of Admissions of the Senior College?
   A. Is there a code of ethics for evaluation?
   B. Which catalog will he use for the individual student?
   C. How does he evaluate non-credit courses?
   D. Why are F grades even considered?
5. How can we prevent the departmental versus institutional versus state requirements from causing the transfer student to lose credit?
   A. How can we maintain prerequisites and course continuity and still allow total transfer of specific course credit?
   B. How do we give total AA credit in place of general education and still maintain prerequisite and departmental requirement continuity?
6. Other questions of more specific nature included the following.
   A. What is the rationale behind indicating some college credit courses are non-transferable?
   B. What is a college level course?
   C. What is a terminal degree?
   D. Is there a difference in the teaching quality between junior colleges and senior colleges?
   E. How much of our transfer problem is created by the competition for students?

Reports of Discussion Groups

#1

Dr. Edwin J. Harrington
Director of Inter-College Relations
De Paul University

It was suggested that all parties recognize the integrity and responsibility of the institutions involved as accredited institutions, having their own role to fill in regard to their own peculiar student body. It was also suggested that good advising is the heart of smooth articulation. To bring this about, both the senior and the junior institutions must exert all efforts to visit one another's campuses to get to know the students and to get to know the programs in one another's institutions. In particular, the senior institutions have an obligation to see that junior colleges know the requirements of their degree programs.

In the area of technical-vocational or career courses several recommendations were made. First, the receiving institution should not attempt a course-by-course evaluation. Rather, it must learn to evaluate not from the traditional transcripts but by testing-out of certain credits or testing-in to the level of competency. To facilitate transfer in some areas, junior colleges might seek further approval from national accrediting associations in some areas, as apparently is already done in the electrical engineering area. To facilitate transfer at the senior college end the registrar might record and thus accept all technical as well as academic credit. The decision of which course would fit into the requirements of a particular degree program could then be made by the adviser from the major academic department.

Regarding the academic courses, a number of other recommendations were made. First, however, two general suggestions concerning communication breakdown could be inserted here. One involves the reality that the idealized four-year program is both arbitrary and artificial. For both native and transfer students, longer periods of time are often regularly required, especially when there has been a change of major or a late decision of a major. The other communication breakdown involves the idea that credit is "lost" when in most cases this is a misnomer reflecting the fact that certain credit does not fit into a particular degree program. It was suggested that we keep in mind that these are not truly problems of junior-senior college articulation.

Turning to the recommendations on academic transfer, it was suggested that the AA degree be accepted at face value in completion of all general education requirements. It was also noted that some rule-of-the-thumb ammendment to this could be added to allow the senior institutions to assume general education completion if the work is distributed in certain areas, or if it approximates these areas by 20% or by one hour. As a counter offer to this acceptance of general education, it was recommended that the junior colleges establish reasonable requirements in the area so that the integrity of the AA degree could not be assailed.

It might be possible that with admission, each student could be designed a unique program which he could follow. It was also suggested that the

120-hour degree requirement be expanded to something like a 140-hour degree program with a cafeteria style selection of courses. Another recommendation was that the transcripts prepared at the junior college level be much better, not simply listing the course number, the course description, and the number of hous completed but using paragraph style recommendation and discussion of the student's capabilities. It was also suggested that each of the areas get together and create state-wide standards of competency.

In final recommendation, we encourage innovation of all sorts and encourage flexibility. Through experience we will find out what the transfer really brings to the institution. As a rule we should not shut-out, we should make the exception, we should waive the rule, we should waive the requirements and help the students.

#2

Dr. A. L. Fritschel, Dean of Instruction
Northeast Missouri State College

Our group has more dialogue than answers and we decided early that we should leave a few of the agenda items for next year. The first topic was "How to Evaluate Terminal Courses in Specialized Areas?" I think I've heard people saying that we should accept accreditation rather than inspecting credentials of each other's faculty members. If accreditation means anything, we accept this on good faith.

We also talked about a testing-in program and that most of the decisions about these courses should be made on a student-competency base. We had an alternative position how these courses should be listed on the transcript. One suggestion was that the junior college should list it as it was, whether it was offered for credit or not for credit, or was a terminal course, or a transfer course. The alternative suggestion was that courses should be listed in some rather vague manner allowing the four-year college decide what they wanted to do with it.

Relative to the topic about work experience, again we got back to competency to the extent that we should measure this in terms of the achievement of objectives as measured by various criteria. I think this emphasis on student competency went all the way through our discussion and really reflected the fact that we had what would be termed a group which was really concerned with a student-centered approach to this whole problem of articulation. There was a suggestion that work experience be converted to a credit-hour base. This may have to go through clock hours to credit hours, but in terms of evaluating it on the transcript it would be much easier if it were on a credit-hour base.

The third sub-heading under the first topic was "How Do We Evaluate The Vocational Courses?" We got off into the discussion of how to civilize registrars and department heads, but I don't have the answer to how we do this.

The second larger topic we talked about was communication. The suggestion was made that maybe the wrong people are here today at this con-

ference. Maybe we should have more academicians and department heads, who in many institutions have a very intellectual role in determining what courses will transfer and which will not. A practical suggestion was that any institution which receives a large number of transfer students should have someone who might be called a Junior College Transfer Expert attached to the registrar's office, preferably someone with junior college background, so that they would understand the problems of the incoming transfer student.

There was a discussion about the role of the state coordinating body in getting two and four year colleges together. I think the consensus of our group was that we could do this, but we should attempt to resolve some of the articulation problems by ourselves. I gathered that there was some feeling that the state coordinating body approach was sort of a last resort.

Another suggestion was that as soon as the student has identified the school in which he wishes to transfer the four year college assign a person to work with him directly. One suggestion is even going to the point of saying that the student at the two-year college would have two advisers signatures, one from the two-year and one from the four-year college. Possibly our main problem is that the student doesn't know the terminology of higher education. He doesn't know the rules of the ballgame. By the time he finds out the rules sometimes it's the seventh or eighth inning. Possibly some way of orienting the student to terminology and how higher education operates would go a long way toward solving this problem.

#3

Dr. Floyd H. Price, Assistant Professor of Education
Kansas State University

In the discussion of the credentials we agreed that this should not be considered because the receiving institution is not an accrediting agency. As far as work experience, we decided that work experience as such should not receive college credit. Now, we did not completely eliminate this if there could be some form of validation. We do this in some instances for military experience. Many students in our institutions have had military experience, and there are various ways of evaluating what has been done in the service. Thus, if you consider this work experience, then we are saying, "yes and no we want to give credit for work experience."

Regarding the idea of evaluating vocational courses—again we did not come to any definite conclusion. Several people in the group expressed the opinion that it is good if we all do not have the same idea. Perhaps it is good if students can go to one institution and receive credit even though some other college may not give credit.

"How Does The Junior College Remain Flexible and Still Provide All College Level Credit Courses?" If this is worded the way it should be, the group agreed that they should not provide college credit for all courses if the junior college intends to remain flexible and meet the needs of the community. There are certain courses which the junior college has no intention of projecting for college credit.

Probably the one place that articulation can be improved the most is

through the counseling that is provided in both institutions—the receiving institution and the sending institution. If we are both doing a good job, we will eliminate many prob'.ms. Several ways of doing this were discussed. If the four-year institutions send admissions officers, the deans of students, counselors, faculty members, and department heads to visit with faculty members from junior colleges on the junior college campus then common problems can be legitimately discussed.

As far as preventing students from taking courses that will not transfer, several institutions explained the process of having some form of hand-out sheet. "If you are transferring to institiution X, here is a list of acceptable courses for transfer that are comparable to course number such and such offered at this institutioon."

We discussed some of the problems that the director of admissions in the four-year institutions have. We agreed that there ought to be some code of ethics or at least some commitment by the four-year institutions to the junior colleges. There are certain institutions that do not even list on the transcript a course in which a student receives a grade of F. Some of the people felt that a transcript from the junior college should reveal all of the things that have happened to this student while there—every course he took even though he made an F. Then the institution receiving him could discount these F's in figuring an over-all grade point average or could do with it what it pleased.

#4

Dr. Stephen Poort, Dean
State Fair Community College

I am told that there are three different things necessary for an administrator to become effective and to project the right image.

1. You have to have a dark set of horn-rimmed glasses to give you a scholarly look. We have several who have reached the first level of criteria here—the first level excellence.
2. You must have a slight touch of gray right around the temple to give you that distinguished look, and I see several have reached the second level of the plateau of excellency.
3. You must have a mild case of hemorrhoids to give you that concerned look. From the looks on some of the faces in the meeting that I just attended, we've arrived.

I can say in all honesty that there were twelve people seated around a long rectangular table in our room and right there the similiarity ended. There was no subtleness of men. If any award would be given for diversity of opinion, we got it, and I think it's good. The comment was registered that these are many of the same concerns we've had for a number of years. We're re-hashing them again. I think we have institutions here that are representative of all different levels of development and modes of thought, public, private, two year, four year, etc. Thus it's well and good that possibly we have re-hashed some of these various things and that the opportunity provided here has been an excellent one in a very understanding and warm climate.

Our group came up with several different things they would like to bring before the body. There was a great deal of concern with these F grades and erasing them. The community college people felt very stongly it is important what they're able to do for an individual, not to an individual—that possibly there were conflicts of interest in terms of an institution on the four year level being designed from the standpoint of rationality in that you have a product that will be on the market. But the community college has a somewhat unique and different role in the interpretation of F grades. Possibly in their own institutional requirements and their communication with their public, they might be a little more direct and a little bit closer to the grass roots. Through this interaction and through the closeness and uniqueness of that institution to its public there might be a need for a forgiveness of F grades. Through this forgiveness, an individual might be helped to develop his own self concept, to find himself, and develop from that point on in terms of a salvageable individual—even though an individual might experience a great deal of difficulty in finding himself in a four-year institution and would leave at the end of one semester, one quarter, two quarters, two semesters with a great backlog of F's and failure on his transcript. Three years, five years later, the individual that might come back would not be the same individual who earlier recorded those F's. Possibly the four-year institution as well as the two might consider forgiveness.

We felt that there's no alternative to the various forms of effective communication among people on various levels within the academic community. There could be greater firmness from various administrative heads in positions of key responsibility and leadership roles. I speak with respect to the deans of instruction, student personnel and departmental heads in terms of greater direction and greater responsibility. And if I can use the same word that was used before, greater accountability in terms of working within the confines of institutional goals. If this happened possibly there could be greater understanding of the community college concept on behalf of four-year personnel. And the converse of this equally and as well—there could be greater understanding of the purposes and the rationale of four-year institutions on behalf of community college people.

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